

Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
Grant Period:	August 1, 2018 – July 31, 2019		<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:16 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal Information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact Information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1 – General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Canutillo Independent School district		071907	
Vendor ID #	ESC Region #	DUNS #	
1746028038	19	037956166	
Mailing address		City	State ZIP Code
P.O. Box 100		Canutillo	TX 79835
Primary Contact			
First name	M.I.	Last name	Title
Marnie	E	Rocha	Director of Curriculum and Instruction
Telephone #	Email address		FAX #
915-877-7440	mrocha@canutillo-isd.org		(915) 877-7527
Secondary Contact			
First name	M.I.	Last name	Title
Luis		Guerra	External Funding Coordinator
Telephone #	Email address		FAX #
915-877-7497	lguerra@canutillo-isd.org		915-877-7524
Part 2: Certification and Incorporation			


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Martha		Piekarski	Chief Financial Officer
Telephone #	Email address		FAX #
915-877-7515	mpiekarski@canutillo-isd.org		915-877-7521

Signature (blue ink preferred)

Date signed



4/30/18

Only the legally responsible party may sign this application.

701-18-111-110

Schedule #1—General Information

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for school wide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2--Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

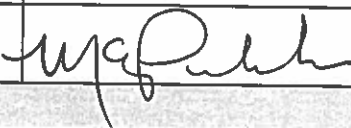
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	071907	Martha Piekarski	915-877-7515	\$1,500,000.00
	Canutillo Independent School District		mpiekarski@canutilloisd.org	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5 – Program Executive Summary

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Canutillo ISD is a Title 1 district that serves 6000 students west of El Paso, Texas. The student population is predominately Hispanic and Economically Disadvantaged. The community is changing with new housing developments above Interstate 10 but declining enrollment in the more rural areas. Although the district has seen a steady rise in student achievement scores, English learners and special education students still lag behind. As a result of low scores in writing and English 1 and 2, the district has invested in teacher training and professional development in literacy.

The proposed Canutillo ISD Community Centers will support students and their families in the areas of science, technology, adult education and literacy through three programs at the district's 6 elementary and 2 middle schools. The first goal of the community center will be to provide relevant, engaging learning experiences in the important STEM fields in order to prepare district students to successfully pursue STEM paths and Advanced Academics in high school while still addressing the district's critical need for improvement in literacy. The plan will begin with programs to build a strong literacy foundation in early childhood (PreK-1), followed by an integrated science and literacy program for 2nd -5th grade students. The middle school program will continue to provide rigorous, yet engaging opportunities in STEM integrated with writing strategies.

Since the Obama administration announced the 2009 "Educate to Innovate" campaign, there has been a widely acknowledged, urgent need for improving and increasing the amount of time spent on STEM education. However, progress toward improvement in STEM may be hindered by the passage of the 2001 No Child Left Behind Law (NCLB) which requires state testing and accountability reporting for reading and mathematics at each grade 3-8 while requiring testing in science only once in elementary and once in middle school. The result is that the amount of classroom time spent on science is often sacrificed in order to address low scores in reading and math. Research suggests that K-3 students receive an average of 19 minutes of science instruction a day compared to 54 minutes in math and 89 minutes in language arts (Banilower et al., 2013). At the elementary level, the proposed GeNIUS program is designed to improve student achievement in both reading and science by utilizing the Picture Perfect curriculum from the National Science Teachers Association. This curriculum contains science and STEM lessons embedded with reading comprehension strategies to help strengthen reading skills while engaged in inquiry-based science. At the middle school level, the GeNIUS program will work collaboratively with the University of Texas at El Paso and provide STEM activities using curriculum from the NASA Science, Engineering, Mathematics and Aerospace Academy (SEMAA) program. Learning to effectively write evidence to support claims will be a critical component of the middle school program.

According to the latest 10-year Bureau of Labor Statistics projections, jobs in computer science are among the top 3 fastest growing industries. Canutillo ISD is working hard to prepare students with its T-STEM computer science program. However, currently only a small number of students are taking advantage of this important opportunity. The proposed afterschool Robotics and coding program will provide enrichment activities for elementary and middle students who will benefit from opportunities with additional rigor, critical thinking and collaboration. Participants in this program will sharpen their STEM skills through collaborative and individual problem solving and critical thinking exercises at each meeting using coding and robotics.

The second goal of the community centers will be to focus on closing the literacy achievement gap that exists at third grade. We realize that in order for us to close achievement gaps we must tackle them early on. In the early grades, children are learning the foundational skills that essentially will transition them from learning to read to reading to learn. By building these skills between prekindergarten and second grade, we will increase their abilities to absorb new information and succeed academically. In addition, we also know that the parent is the child's first and most important teacher and they represent the single most important factor in a child's development. Reciprocal relationships between teachers and families require cooperation, and a shared responsibility toward the achievement of shared goals. Our program will focus on literacy and family engagement. Teachers will plan activities focused on foundational literacy skills (such as phonological awareness, vocabulary, comprehension, etc.) Once a week, parents will be invited to participate in one of the sessions. The teacher will model a particular strategy (one that has been taught to students throughout the week), teacher will observe the family member implement the strategy with the child, and will provide feedback. At the end of the session, the family member will be provided with the necessary materials to continue with the learning at home.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,020,581.	\$	\$1,020,581.
Schedule #8	Professional and Contracted Services (6200)	6200	\$10,000	\$	\$10,000
Schedule #9	Supplies and Materials (6300)	6300	\$300,000	\$	\$300,000
Schedule #10	Other Operating Costs (6400)	6400	\$107,000	\$	\$107,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,437,581.	\$0	\$1,437,581
Percentage% indirect costs (see note):			N/A	\$62,419	\$62,419
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$1,500,000.

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,500,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 1746028038		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$85,000
5 Site coordinator (required)	8		\$480,000
6 Family engagement specialist (required)	1		\$60,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist	2		\$6000
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$631,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$5000
24 6119 Professional staff extra-duty pay			\$221,581
25 6121 Support staff extra-duty pay			\$20,000
26 6140 Employee benefits			\$143,000
27	Subtotal substitute, extra-duty, benefits costs		\$389,581.
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,020,581.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8 Professional and Contracted Services (6200)		
County-district number or vendor ID: 1746028038		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$10,000
(Sum of lines a, b, and c) Grand total		\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9 – Supplies and Materials (6300)

County-District Number or Vendor ID: 1746028038

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$300,000
Grand total:		\$300,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 1746028038		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$85,000
Grand total:		\$107,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 1746028038		Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost
6669—			Grant Amount Budgeted
1		N/A	N/A
66XX—Computing Devices, capitalized			
2			
3			
4			
5			\$
6			\$
7			\$
8			\$
9			\$
10			\$
11			\$
66XX—Software, capitalized			
12			\$
13			\$
14			\$
15			\$
16			\$
17			\$
18			\$
66XX—Equipment or furniture			
19			\$
20			\$
21			\$
22			\$
23			\$
24			\$
25			\$
26			\$
27			\$
28			\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)			
29			\$
Grand total:			\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Valid Texas Teaching Certificate, Master's Degree, Valid Texas Administrator's certificate preferred, Background in science or ELAR, demonstrated leadership ability in working with administrators, teachers, students, and parents. Experience with grants, budgeting and compliance.
2.	Site Coordinator(s)	Valid Texas Teaching Certificate in either early childhood or elementary generalist or middle school generalist. Demonstrated competence in collecting data, preparing reports, coordinating weekly activities, budgeting, tracking expenditures, compliance, communicating with stakeholders.
3.	Family Engagement Specialist	Bachelors degree. Experience working with professionals and families, establishing and maintaining collaborative relationships, data collection, preparing and delivering workshops for parents and professionals.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student achievement in reading and science	1. Beginning of the year assessment	08/2018	09/2018
		2. Afterschool program begins	08/2018	05/2018
		3. Middle of the year assessment	12/2018	12/2018
		4. Mid-point program evaluation and adjustments	12/2018	01/2019
		5. End of the year data collection/program evaluation	07/2019	07/2019
2.	Increase parent and community involvement	1. Parent survey/ needs assessment	08/2018	09/2018
		2. Monthly Science and Reading family nights	10/2018	05/2019
		3. Family engagement event	02/2019	02/2019
		4. Ongoing adult classes	09/2018	05/2019
		5. Saturday Science/Tech Family Events	09/2018	05/2019
3.	Increase student attendance	1. Ongoing attendance calls/text	08/2018	07/2019
		2. Attendance family event	10/2018	10/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Build student interest and capacity in STEM	1. Student Pre-program survey	08/2018	08/2018
		2. After school STEM program begins	08/2018	05/2019
		3. District robotics competition and STEM exhibition	05/2019	05/2019
		4. STEM Summer Program	06/2019	07/2019
		5. Student Post-program survey	05/2019	07/2019
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16— Responses to Statutory Requirements

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program activities were highly influenced by the district's comprehensive needs assessment which includes input from each of the district's ten Campus Improvement Committees (CIC). Each CIC is composed of teachers, administration, parents, and support staff. The items below were identified as the most urgent district needs and the programs for the proposed community center were chosen to help address these needs.

- Need for high quality staff development
- Low attendance (addressed in **Statutory Requirement 3**)
- Closing the gaps for special populations on state exams (especially for SPED and ELL students)
- Low family and community engagement
- District wide low performance in reading and writing
- Low science scores and lack of science resources
- Students are not prepared for secondary STEM and Advanced Academics courses

Canutillo ISD has a strong need to increase parental support and participation in student academics. Our district provides many opportunities but participation is minimal. The proposed program will provide 10 positions (project director, family engagement specialist and 8 site coordinators) that will work collaboratively to increase parent awareness and participation in district programs. Under the proposed program, we will survey parents in order to provide adult education courses and family engagement events tailored to the families in our district. Monthly family nights and Saturday events will provide opportunities for students and parents to learn side-by-side. As a district with a high number of economically disadvantaged students, transportation to events may be a key barrier. The grant will help provide students and their families with transportation to Saturday events at the community centers and afterschool transportation home.

The professional development that teachers receive in order to execute the grant will provide valuable knowledge that will transfer into both program activities and regular classroom instruction. This grant will provide professional development to help special education and English language learners. The professional development in combination with active learning in the program activities will improve student performance in reading and science, especially for ELL, SPED and economically disadvantaged students as they receive more in depth and quality instruction during program hours.

Canutillo ISD has began taking steps toward providing students with a rigorous secondary STEM program. However, the number of students who are currently enrolled and taking advantage of the the STEM programs in our high school is small. Many of our students drop out of the STEM program or Advanced Academics courses because they struggle to keep up with the course demands. The Canutillo High School (CHS) STEM computer science program has no female students and the AP computer science course has only 5 students. According to the 2016-2017 TAPR, advanced course/dual-credit course completion was 0.2% in science for CHS. Canutillo needs this program to provide students with a rigorous, yet fun curriculum that meets Texas standards for science and technology in order to spark their curiosity and confidence in STEM subjects. This increase in confidence, especially in young girls, in an important first step toward getting more students enrolled in STEM and advanced academic courses, especially science. More importantly, the skills that are cultivated during participation in the after school/summer programs (problem solving, analytical thinking, collaboration, science and computer programing knowledge) will provide an important foundation for success in these courses.

This grant provides access to programs that would otherwise not be available in the community. Similar programs in the El Paso area often cost between \$150-\$200 per week and would require transportation outside the district. This is beyond reach for many Canutillo students.

A solid foundation in reading is paramount to future success in any course at any grade level. By focusing on our early grades, we are committed to closing those achievement gaps that occur in 3rd grade and beyond. Engaging our families in the learning process equips them with the necessary tools to help their children at home. The key to making this program successful is also working with families to ensure that there are ample opportunities to attend sessions. If they are not able to attend during the week, make-up days will be provided on Saturdays and throughout the summer. Working together sends the important message that attendance is critical to both families and children being successful. The end goal will be to sustain these relationships beyond first grade.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Canutillo ISD has a long history of collaboration with the University of Texas at El Paso (UTEP). In the past, UTEP has assisted CISD by providing curriculum, training, field trips, guest speakers, summer programs and many other resources. According to the Afterschool Alliance (2015) the ability to provide high-quality after school/summer STEM programs is greatly advanced through a partnership with a STEM-rich institution. It is because of this that a CISD/UTEP partnership will have a profound impact on achieving the objectives and sustainability of the proposed community centers through professional development, program guidance and curriculum development.

UTEP professors and students will provide professional development for the program. Teachers will receive training in the areas of STEM, critical thinking, inquiry in science, literacy strategies, robotics and coding. Training will begin with an intensive 3 days in August and continue through out the school year with monthly meetings.

UTEP engineering students will support the coding and robotics program by providing teacher training on assembling and programming Robots, providing guidance to organize a district competition, and provide a regional competition with other area school districts. Female Engineering and computer science UTEP students will be invited to visit the after school coding class to describe their experiences, provide encouragement and serve as role models to young girls in the program. They will also help with the development of the curriculum and activities for the summer robotics/coding program including APP and video game development.

The middle school GeNiUS program will include activities and curriculum provided by the UTEP MAA southwest program and include a visit to their NASA provided Aerospace Education LAB. Students will also have the opportunity to tour the UTEP campus to learn more about the science, engineering and computer science programs offered. In addition, the UTEP MAA southwest program will provide our community with information about STEM careers during family engagement events. UTEP professors will provide teachers of the elementary GeNiUS program with assistance in developing lessons that successfully integrate science and literacy and provide professional development on teaching science to English Language Learners.

Finally, Canutillo ISD has begun a partnership with UTEP at one of their elementary schools on prekindergarten and kindergarten learning experiences for STEAM. The purpose is to create a hands-on, play-based makerspace environment. We believe the grant will enable the district to bring them all 6 elementary learning centers.

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Schedule #16—Responses to Statutory Requirements (cont:)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Student Performance. The program will improve student performance in science as measured by the district benchmark exams and the 5th and 8th grade science STAAR assessments. Teaching the curriculum in an informal learner-centered environment without the pressure of grades is linked with higher levels of engagement and learning (Bell et al. 2009). In addition, researchers have found that when instructors of informal after school/summer programs coordinate connections with in-school instruction there is an increase in science interest, achievement and effort (Bell et al. 2009; Bevan, 2016, Tran 2011). All afterschool activities will meet or exceed Texas science standards and will be coordinated to complement and expand on what students learn during the regular instructional school day. The program director will work with the site coordinators, teachers and the district science coordinator to align and sequence activities. The curriculum from NSTA Picture Perfect and NASA SEMAA have been widely tested and found to be highly effective. The activities and services offered at each grade level are different so students can participate multiple years, thus further increasing the impact on student performance each year a child participates in the program.

The literacy program for students in kinder through second will be continually adjusted based on student needs so that students enter 3rd grade on reading level. Moreover, by providing a parent component where parents are taught skills to support literacy at home, their will be continued growth which will be measured with Istation/ISIP. In addition, STEM activities intentionally integrated with reading and writing strategies will positively impact performance on STAAR reading assessments from grade 3-8. The longer a student participates in the program, the higher the expected results.

Attendance/Discipline Referrals. Few would disagree with the correlation between student attendance and achievement. We believe that the programs offered are rigorous and standards-based yet fun for the students. The more students enjoy what they do at school, the better attendance will be. In order to maximize the impact on attendance, site coordinators will make phone calls or send texts to families of absent children. Phone calls or texts will provide short positive messages about attendance. A recent study found that text messages had increased attendance by 17% (Bergman 2017). Additionally, as addressed in the book *Disrupting Thinking* by Kyleen Beers and Robert Probst, an ongoing problem with today's classrooms is "lack of engagement with reading." Instead of teachers asking students to decode, recall or choose from a multiple choice list, we must make them responsive and responsible readers. With a program that will assist students read more deeply, we believe student engagement will increase and as a result discipline issues decrease.

Student Perception and Competency. In order to increase the number of Canutillo students who choose to participate in the secondary STEM programs or STEM advanced academic courses, it is vital to introduce students to STEM experiences earlier in elementary. These elementary programs will nurture positive attitudes toward STEM and increase self-confidence in their ability to succeed in STEM courses. The proposed program will positively impact student perception and competency in STEM as measured by a pre- and post- program survey. This will be accomplished by providing rich learner-centered activities that spark curiosity, are hand-on and have documented results. All of the proposed activities such as robotics, video-game development and science experiments are activities with high student interest.

Saturday STEM family events and Family Science nights will further enhance student's attitude toward STEM. Research as shown that when parents are involved in STEM activities with their children, parents are more likely to advocate for and support their child's interest in STEM (Afterschool Alliance 2015; National Research Council 2015).

Moreover, by assisting struggling readers by creating more engagement and relevance, making them responsible readers, and deepening comprehension, the program can change students' perception of reading as boring and instead develop lifelong reading habits. (Beers 2017)

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Schedule #16- Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Super Readers-As we develop our lessons for the early literacy component of our program, the focus will be on teaching the foundational literacy skills through interactive and engaging activities. However, we are committed to ensuring that this will be much more than just an afterschool tutoring program. Our goal will be to focus on children's key strengths and essentially immerse them in an emotionally nurturing, literature-rich environment, helping them discover their own literate identities. Our community is culturally diverse, and we value our student's cultural and home-based resources. Our goal is to promote those resources as tools for literacy learning. We know that when we focus on the background knowledge of our students they are better able to identify with reading and writing practices, which fosters their identities as learners (Dyson, 2003).

Literacy experts Pam Allyn and Ernest Morrell believe that students who feel emotionally secure, supported, and connected to learning will be better prepared to achieve academically. Choosing authentic text and high quality resources will be key to ensuring that students grow to become confident readers. It is the goal of the program that students who participate will become confident readers which is one of the key elements for post-secondary readiness.

Science GeNIUS-Activities that are part of the elementary science GeNIUS program will be based on the NSTA Picture Perfect curriculum which integrates science with reading comprehension strategies using picture books. "Picture books, both fiction and nonfiction, are more likely to hold our attention and engage us than reading dry, formulaic text. Engagement leads to remembering what is read, acquiring knowledge and enhancing understanding" (Harvey and Goudvis 2000). Research by Morrow, Pressley, Smith and Smith (1997) on using children's literature and literacy instruction in a science program indicated gains in science as well as literacy.

Each inquiry-based science lesson follows the the popular Biological Sciences Curriculum Study 5E Instructional model (Bybee 1997) which is often regarded as the standard model for inquiry science. The 5E instructional model allows students to construct their own understanding of science concepts as they cycle through each of the 5 phases. During the engage phase (also known as the "hook") students' prior knowledge is accessed and students are drawn in using targeted questioning while reading a picture book. Next, students explore the science concepts with a hands-on lab or activity that is designed to facilitate conceptual change. During the explanation phase, students work to generate a written and oral explanation for the phenomenon experienced during the explore phase. The elaboration phase seeks to further students' understanding of concepts through new experiences. Finally, students assess their understanding during the evaluation phase.

Middle school GeNIUS students will participate in the nationally renowned SEMAA program designed to improve student achievement and increase conceptual learning in math and science. Like Picture Perfect, the SEMAA curriculum also utilizes the 5E lesson model. Teachers of the program will receive training on writing strategies from The Writing Academy that will be incorporated in the development of each student's science notebook. The program director will work with the district science curriculum coordinator to ensure that all program activities align with regular science instruction during the school day. The enrichment and extensions provided in the afterschool activities will help enhance academic performance of all participants but especially the SPED and ELL students who will benefit from repetition of concepts.

Coding and Robotics. The majority of the coding activities will be done using the highly commended Scratch program. This free program created by MIT to teach young children how to code is now used in over 150 different countries. The Creative Computing Curriculum guide, designed by the Harvard Department of Education to introduce elementary and middle school students to computational thinking will be used. Activities in this curriculum book will teach students many of the concepts (e.g. loops, sequence, operators and conditionals) critical to all programming languages. More importantly, the skills and practices used during program activities are important problem solving skills that can be applied across all contents and courses. Key skills include experimenting and iterating, testing and debugging, reusing and remixing, and abstracting and modularizing (Scratched.gse.harvard.edu).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Science GeNIUS program will meet twice a week during the regular school year. Each center will offer 3 levels of programming. In elementary, the groups will be by grade (K/1, 2/3, and 4/5) with each group able to accommodate about 22 students. In middle school, each grade (6,7 and 8) will have its own program. A six-week camp will also be offered in the summer. At each meeting, students will participate in hands-on science inquiry activities that are TEKS based and aligned with the regular school day's instruction. For example, a 2nd/3rd grade lesson will have students reading the books *I Wanna Iguana* by Karan Kaufman Orloff and *Where Do Animals Live* by Bobbie Kalman as they learn about the interactions of organisms and their environments (2nd grade science TEKS 2.9A, 2.9C, 2.10A, 2.10B) and adaptations (3rd grade science TEKS 3.10A) The lesson includes several Hands-on activities. In the animal sort, students will be given a bag of toy animals and prompted to think about each animals needs while sorting them into their habitats. After sorting, students will explain some of the adaptations that help the animals survive in each habitat. In the design a habitat challenge, students will create a shoebox habitat for an animal picked out of a paper bag. They will label the living and non-living things in their habitat that are necessary for their animal's survival. Literacy is supported in this lesson by reading each picture book independently and as a class as well as having the students write a persuasive letter to their parents to keep the "pet" they created a habitat for just as Alex did in the book *I Wanna Iguana*. Technology is used when students play the Build a Biome game from switchzoo.com, use the iPads to find answers to questions such as "Who designs the animal habitats at the zoo?" and conduct research for their shoebox habitat.

The middle school program will follow the same format. However, instead of Picture books, middle school will keep a science notebook to document their thoughts and data for each project. In their notebook, for example during the design of water bottle rockets, students will plan and draw a prototype, record materials, collect data from tests and then draw and describe possible improvements. Through the district's partnership with UTEP, students in this program will also have an opportunity to visit the state of the art Aerospace Education lab where they can experience microgravity and flight simulation and the campus to explore programs and careers.

Both elementary and middle school students will learn how to program VEX and LEGO robots for competition afterschool and in summer programs. Students will meet a minium of twice a week during the regular school year (more closer to competition dates) All participants will have the opportunity to compete in different events at a district robotics competition. Learning robotics in collaborative teams for competition has be found to have many positive outcomes (e.g. sportsmanship, self-efficacy, teamwork) in addition to increased student interest in science and technology, a key goal for this program. A survey of low income, urban participants in FIRST Lego League programs found that 70% reported an increased interest in science and technology careers (Melchior, Cutter, and Cohen 2005), and then 89% in a similar 2009 study (Melchior, Cutter, and Deshpande). All science and technology programs will include a monthly family night where students will be able to present their projects to their families.

Super Readers-The early literacy component of our program will align with the standards mandated by the state which will include the Texas Prekindergarten Guidelines and the Texas Essential Knowledge and Skills for kindergarten and first grade. Teachers will plan hands on activities based on specific strategies and the needs of the participants. The teacher will ensure that the lesson planned for that day follow the gradual release model. Creating opportunities for students to engage in conversations, writing and independent reading will help to build critical thinking skills. Through this specific community center, the needs of the whole child will be addressed. For example, a teacher may plan an activity that will focus on reading aloud. Research tells us that reading aloud to young children stimulates the growth of essential cognitive functions of the brain that lead to literacy development (Duke and Martin, 2015). Children with more exposure to read alouds had significantly greater activation in the areas of the brain responsible for visualization and multisensory integration (Hutton, Horowitz-Kraus, Mendelsohn, Dewitt, & Holland, 2015). Planning several sessions focused on reading aloud to children and then inviting parents to participate will emphasize that reading aloud is essential to reading success. Some families may not be aware of this importance and others may have stopped this practice altogether once they have noticed that their child is able to read on their own. It will also be important to encourage families to read aloud in the language in which they feel most comfortable. During this session, family members will be provided with resources, such as books, that they can take home to read aloud to their children.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Canutillo's district plan to disseminate information about the community learning center will be a joint effort between the Curriculum and Instruction office, Student Transportation Office, Academic language services, Student support services and the Public Information Office. First, the Curriculum and Instruction office in conjunction with the Program Director, and Site Coordinators, will work out times and bus routes for afterschool and Saturday activities. Once that information is accurate, the Curriculum and Instruction office will prepare all necessary information, including the center's location at each campus and will work with the Academic Language Services office to ensure that the information is properly translated to Spanish for our high number of Spanish speaking families. The Public information office will then design all announcements and disseminate information through district and individual campus websites, newsletters, Facebook page, Twitter, District APP, phone messenger, email and student flyers. The Student Support Services will assist program site coordinators with disseminating information to key students and families through personal phone calls and if necessary, home visits. Additionally, as the team evaluates participation data for the program, necessary adjustments will be made to ensure the community is aware of the centers and its services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All schools in the Canutillo ISD have students who rely on the district's transportation system to get to school. With that in mind, part of the grant funds must be used to provide transportation services to those students who participate in the program. Students who do not have transportation home from afterschool programs or to and from Saturday programs will be provided with transportation using the districts bus system.

The bus system is owned, operated and maintained by the district. All bus drivers are licensed and meet and must maintain district guidelines to remain employed. All school buses are maintained and regularly inspected. Any accidents that occur with district buses are reported immediately to the Director of Transportation and the Superintendent. Safety of our students on district transportation is a top priority and parents trust the district to provide this service to their children.

In order to conserve resources in the summer, the district keeps only one elementary and one middle school open for summer school. The community center's summer programs for each individual elementary campus will take place at the designated elementary school. Similarly, community center programs for each middle school will take place at the designated middle school. Students from all district campuses will be provided with transportation using the district's bus system. This is a necessary measure to ensure that the cost to provide free breakfast and lunch to participating students in kept within the districts budget.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Canutillo Independent school district has a strict policy for screening and placing volunteers. In order to apply as a volunteer, an individual must complete and submit a volunteer application with the Human Resources department. The application requires an official photo ID and a background check. Only volunteers that have passed the screening process with the districts Human Resources department are allowed to work around Canutillo ISD students. Site Coordinators will ensure that any individuals volunteering to work for the program undergo the required district screening.

Reading - Upon implementation of the program, volunteers will primarily consist of UTEP professors and students. For the reading program, the district anticipates these individuals assisting parents in developing strategies to encourage reading at home. Additionally, the university volunteers will collaborate with teachers (who work extra duty with the program) in creating lessons, centers, and resources to be used for early childhood participants to increase engagement. As the program progresses, additional persons may wish to serve as volunteers. These individuals will be referred for screenings under the direction of the site coordinator and teachers who work the program.

STEM/Robotics – UTEP professors and students will also participate as volunteers to the program by providing expert knowledge of STEM and robotics to our teachers (who work with the program) and students. The program may also be helped by school students enrolled in the STEM endorsement at our two area high schools. Since they are enrolled students, they will require supervision at all times when working with participants. The Site Coordinator will be responsible to ensure adequate monitoring.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Science/ technology Supplies- Offering high quality science and technology instruction is extremely expensive. Inquiry science requires access to high-cost lab equipment such as microscopes, hot plates, and scales. For example, it would cost \$8000 to supply each community center with just 10 triple-bean balances at each site! The cost of other common and necessary equipment (e.g. glassware, magnets, goggles, thermometers, graduated cylinders) and consumable equipment (e.g. chemicals, batteries, live specimens, owl pellets) also adds up very quickly. Teaching coding and robotics requires high cost items such as computers, iPad, and robots. The two most widely used educational robots, VEX and Lego, average about \$300 per robot with at least 8 robots needed for a class of 24 students. When all of these items are added together, the start-up cost for a high-quality afterschool science and technology program is more than many school districts can afford. Resources provided by this grant will enable Canutillo ISD to provide essential services to our students, that could not otherwise be possible.

The resources provided by this grant will assist our district by providing most of the materials needed to offer the science and technology programs. Each site coordinator will be tasked with inventory and care of the items so that they will last as long as possible. After the grant period is over, the cost to sustain the program decreases as we will only need to occasionally replace more expensive items and cover the costs for consumables each year. The Campus site coordinators will work with Campus Administration to determine what equipment needs to be replaced and purchased each year to sustain the program.

Scratch and MIT APP developer will be the two main computing programs used based on research by Ericson and McKlin in Effective and sustainable computing summer camps (2012) which highly recommends Scratch as a sustainable tool for teaching students to code. Scratch is a free coding program created by MIT, and can be used at all grade levels. APP inventor, another highly recommended and free program created by MIT will be used mostly in middle school. The grant will provide the necessary robots and iPads to start the program. Although there are other less expensive robots, these were selected in order to provide students with experience to participate in UIL robotics in high school which is currently only available for VEX or Lego robots.

For reading, the district plans to use funds to purchase leveled reading libraries and literacy based manipulatives. This is a large cost so the grant offers us the opportunity to have these libraries and manipulatives at every campus.

Faculty- Extra-duty pay for teachers after school and summer will continue to be priority and a likely barrier to sustaining the program. One possibility is increasing the number student mentors during the summer which benefits all. High school students benefit by reinforcing their computing and science skills while helping the elementary students learn and the program benefits with sufficient facilitators to run the program at a reduced cost. We will work to increase the number of volunteers by inviting the UTEP Math and Science teacher (MaST) academy to work with program teachers to help monitor and facilitate activities.

Professional Development- Professional development plays a key role in sustaining a program. After a grant period ends, the resources for professional development are greatly reduced. Thus teacher turn-over negatively affects the sustainability of a program as the districts may not have the resources to train new staff when some teachers leave the program. One way Canutillo plans for sustainability is through professional development of a stable core of program managers that include curriculum leaders, Campus Administration, and department heads in addition to the teachers who implement the program after school. Having a broad range of well trained staff that can provide continuing professional development through its own staff will greatly increase Canutillo's capacity for a sustainable program.

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Schedule #16— Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Afterschool and extended year programs will be provided to students by coordinating Title 1, Title III, State Compensatory Education funds along with 21st Century community Learning Center funds. Through the coordination of these funds, Canutillo students will have greater opportunities to attend and receive additional support in reading and science education.

Currently, Title 1 and Title III funds are used during the school day to provide academic tutors to decrease the teacher student ratio needed for small group or one to one remediation. State Comp Education funds help with the purchase of resources for at-risk students and additional after school help. All three programs work together to provide summer school acceleration for students who end the school year with academic gaps. These activities focus on reading and math which are the areas of need our students currently have.

The afterschool and summer programs will allow a greater number of students to participate. The district will be able to purchase more resources and personnel for student use. It will also allow current resources such as transportation and food service to be used concurrently when possible for program cost savings. By creating programs that provide additional academic support with high engagement, it nurtures students excitement to participate in story-telling, self-selected reading activities, and scientific hands on activities including STEM and Robotics. Additionally, by reaching out to parents and community volunteers it allows families to learn and develop positive interactive relationships with their children's schools. Moreover, all funds will be coordinated to provide student identified with reading deficits, at-risk, English language learning needs greater opportunity into the program.

Finally, current personnel funded through Title 1, Title III, and SCE funds such as district curriculum coordinators, lead teachers, Response to Intervention Teachers and Aides, social workers, parent liaisons will assist the program director, site coordinators, and family engagement specialist in identifying children, creating lessons, assisting parents, to create a rich community of educators all dedicated to the program outcomes.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 1	Bill Childress EL 7700 Cap Carter Road Vinton, TX 79835		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071907104				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50-65	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 2	Canutillo EL 651 Canutillo Avenue Canutillo, TX 79835		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071907101				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	160	Parent/legal guardian target (in proportion with student target):		150-170	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						
Center 3	Canutillo Middle 7311 Bosque Canutillo, TX 79835		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071907041				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		80-90	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
9-digit campus ID number						
Estimated transportation time						

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Schedule #17— Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 4	Jose J Alderete Middle 801 Talbot Road Canutillo, TX 79835		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071907042				
	Cost per student:	\$1000				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		90-100	
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 5	Deanna Davenport EL 8401 Remington Road Canutillo, TX 79835		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071907102				
	Cost per student:	\$1000				
	"Regular" student target (to be served 45 days or more annually):	75	Parent/legal guardian target (in proportion with student target):		70-80	
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 6	Gonzalo and Sofia Garcia El 6550 Westside Drive El Paso, TX 79932		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	071907105				
	Cost per student:	\$1000				
	"Regular" student target (to be served 45 days or more annually):	90	Parent/legal guardian target (in proportion with student target):		85-95	
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Center 7	Jose Damian EL 6300 Strahan Road El Paso, TX 79932		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	071907103			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student:	\$1000			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		140-160
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
9-digit campus ID number					
Estimated transportation time					
Center 8	Congressman Silvestre and Carolina Reyes EL 7440 Northern Pass El Paso, TX 79911		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	9-digit campus ID number:	071907106			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student:	\$1000			
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		140-160
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
9-digit campus ID number					
Estimated transportation time					
Center 9			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student:	\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:						
9-digit campus ID number						
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management- Canutillo ISD plans to house the grant program under the Curriculum and Instruction umbrella. A grant team will be composed of the Executive Director of C&I, the science curriculum coordinator, the early childhood curriculum coordinator, the program director, and family engagement specialist. It is the plan that this team will meet weekly in the months of August to December for program initiation. Later the meetings will be held twice a month. The purpose will be to address timeline, barriers to implementation, and program participation. Additionally, the grant team will be conducting on-site visits. Moreover, the program director will continually meet with site coordinators to discuss day-to-day operations.

Center operations- Each center will provide services to students Monday-Friday with occasional Saturday family events and monthly reading and science nights. Families will be able to participate in workshops that focus on the specific needs of our community as determined by an initial family engagement survey. Workshops may include but are not limited to; health and mental health services, adult education programs, classes to help parents engage in their children's education, parenting and life skills, cultural diversity and adult literacy. Hours of operation for family services will be varied in order to provide opportunities for everyone; no matter what their work schedule may be. Classes will be offered in both English and Spanish. Adult and family services will be continually monitored and adjusted in order to strengthen the partnership between parents and school staff in providing our students with a high quality education. The center will also be open five days a week to offer the program activities that were outlined and described throughout the grant.

Budget- The grant team has established a comprehensive budget plan to meet program requirements and deliver a high-quality 21st century community centers program. They have taken into account personnel, transpiration, supplies and resources, program evaluation, professional development and travel costs. Please refer to the budget narrative for specific details.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1746028038

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

This application includes a comprehensive evaluation plan developed to determine success in meeting goals for improving project outcomes. Specific goals, objectives, and activities have been delineated in the above sections. Canutillo will contract with an outside evaluator who will conduct the final evaluation of the project. The program director and site coordinators will collect information, collect individual center data, and provide the progress reports throughout the project period to as per grant requirements.

The evaluation design includes both process and product evaluation to: 1. Better determine the effectiveness of the program for participants 2. Document that project objectives were achieved 3. Provide information about service delivery that will be beneficial to program staff 4. Enable program staff to make changes that improve program effectiveness The district will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project.

The evaluation design will be guided by the following questions: Were the project activities implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed? How effective were the project activities in achieving the goals and objectives? What is the impact of the project activities on the participants?

Process Evaluation- The process evaluation will gather information about how successfully the strategies of were implemented as planned, and assess their impact on the targeted population. Process evaluation is both quantitative and qualitative in nature, and is intended to assess the outcome of the program. Tis data, collected formatively and summatively, will describe how students and families were affected by the project activities. The process evaluative data will focus on: Improvement in student academic achievement and Improvement in attendance and discipline. The following process data will be collected: 1. District & Campus Records—The external evaluator will track project objectives through quantitative data, such as purchase orders, numbers of students/parents served, and inventory records. 2. Program Meetings—The Program Director, site coordinators, and family engagement specialist will evaluate the program implementation on a quarterly basis. Meetings will focus on program progress and any necessary modifications to the project. 3. Center Observations—The program director with district and campus administrators will visit centers randomly to acquire information on how students and parents are participating and engaging in the program. Evaluative information will be drawn from observations of activities in the form of program walkthrough forms. 4. Anecdotal Records—To address the "So what?" question, anecdotal records from both students and teachers will be collected formatively and summatively. Specifically the project director, site coordinators and evaluator will ask: How has the program made a difference in the lives of the program participants? How has the program enhanced or enriched the education of students? 5. An end-of-project survey will be conducted to measure program outcomes for student achievement and student/parent participation.

Product Evaluation- The product evaluation will focus on measuring final outcomes against program goals, objectives, and benchmarks. Changes that have occurred will be identified and analyzed to determine whether the program is effective for students and parents. Like the process evaluation, the product evaluation will be collected both formatively and summatively. The product performance measures focus on: Improvement in outcomes for students' reading skills. Improvement in outcomes for student's science skills. The following product data will be collected: 1. Standardized and Benchmark tests to measure student achievement. 2. Student work samples—To evaluate increases in students' knowledge and skills developed in the program, teachers will collect student work samples. 3. End-of-project survey—The evaluator will survey teachers and parents to provide opportunities for them to evaluate the effectiveness of the program on their children. 5. Comprehensive Final Report—The external evaluator will assess the design, outcomes, and instructional impact of the program on project participants. The process and product evaluative data will be analyzed in the final report to answer the question, What difference has the project made in the education of its participants?

Based upon formative and summative data final reports, the Program Director, Site Coordinators and Family Engagement Specialist will make modifications for subsequent years.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 1746028038

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1746028038

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 1746028038

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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